DOCUMENT RESUME

ED 462 017 FL 027 167

TITLE	Instructional Strategies for Second Language Teachers: Exit Exam, 2001.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE	2001-00-00
NOTE	16p.
AVAILABLE FROM	For full text: http://www.ncpublicschools.org.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Academic Standards; Graduation; Graduation Requirements; High Schools; *Language Skills; Language Teachers; Minimum Competencies; *Second Language Instruction; Second Language Learning; *State Standards; *Student Evaluation
IDENTIFIERS	*Exit Examinations; *North Carolina

ABSTRACT

This document is intended to help foreign language teachers prepare students for the exit exam of essential skills required by the Student Accountability Standards enacted by the North Carolina State Board of Education. The North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines K-12 rather than content areas. This document contains a matrix that indicates the course goals and objectives that directly and explicitly support the competencies of the NCHSEE in each discipline area. The document is divided into three sections based on the types of items students will encounter on the NCHSEE, offering strategies related to the following: (1) scenarios (e.g., incorporating authentic tasks, becoming familiar with text structures, including sources of information, retelling, including think-alouds, marking text, role playing, and drawing inferences); (2) listening (becoming familiar with text structures, notetaking, and using graphic organizers); and (3) embedded error (e.g., setting clear expectations, self-assessing, peer assessing and proofreading, and teaching mini-lessons). The document also examines exit exam domains and competencies (communication, processing information, problem solving, and using numbers), and it offers sample lessons, activities, and scenarios addressing the Second Language Standard Course of Study and the NCHSEE. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

FL

ED 462 017

Instructional Strategies for Second Language Teachers

Exit Exam

20

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumbach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional Services
English Language Arts

BEST COPY AVAILABLE

Exit Exam Instructional Strategies For Second (Foreign) Language Teachers

Introduction

This document is intended to help foreign language teachers prepare students for the "exit exam of essential skills" required by the new Student Accountability Standards enacted by the NC State Board of Education.

The strategies included here are based on two essential premises:

1. That following the *NC Standard Course of Study* will help students be successful.
2. That quality instruction will improve student achievement.

Unlike current End of Grade and End of Course tests, the North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines K-12 rather than specific content areas. Students should have the opportunity to practice and refine these skills in all courses.

Although the NCHSEE does not specifically address content knowledge, each course curriculum (SCS) complements the assessment through students' acquisition of knowledge and refinement of skills. The *North Carolina High School Exit Exam Matrices* illustrate the correlation between NCHSEE competencies and the *Standard Course of Study*. This document contains a matrix which indicates the course goals and objectives which directly and explicitly support the competencies of the NCHSEE in each discipline area. The course objectives which have been listed with a given competency are not meant to be exclusive; other objectives may very well correlate to a given competency. Teachers are encouraged to extend connections between the NCHSEE competencies and the learning goals within their instructional programs.

Within the NCHSEE, each of the four domains (Communication, Processing Information, Problem Solving, Using Numbers and Data) addresses an aspect of what students should know and be able to do. While, students are assessed only on the competencies of one specific domain at a time on the NCHSEE, good classroom practices will integrate the competencies from the different domains. For example, a classroom activity might ask students to process information and use data in order to solve a problem and then communicate their solution to others.

Furthermore, while the NCHSEE is a standardized multiple-choice test, teachers should use a variety of classroom activities and assessments. Teachers do not need formal tests to determine student knowledge and skills; many daily classroom activities assess student progress. While teachers may find multiple-choice tests useful at times, constructed response and performance assessments will also strengthen students' use of the skills necessary for success on the NCHSEE and beyond.

This document is divided into three sections, based on the types of items that students will encounter on the NCHSEE:

1. scenarios
2. listening
3. embedded error

Some strategies may help students on more than one type of item. These instructional strategies are based in sound education practices and applicable to all areas of the *Standard Course of Study* as well as the NCHSEE. Additional general test-taking strategies are available in different sources such as the *NCHSEE Student Handbook*.

NCHSEE Instructional Strategies

What are strategies?

"Strategies are actions taken by learners to make learning easier, more self-directed, and transferable to new situations." – Rebecca Oxford, *Language Learning Strategies*

Research tells us that good readers and writers benefit from a broad range of strategies which can be called upon to address specific tasks. For this reason, teachers will need to look at their role as facilitators who help students become more independent learners and problem solvers by increasing their repertoire of strategies. To do so, teachers will need to encourage students to develop their own strategies. In addition, they will want to teach explicitly a variety of strategies, including involving students in metacognitive activities, teacher modeling, discussion strategies, and class sharing approaches. Exposing students to a variety of options will help them build a repertoire of strategies which can be adapted and/or developed for their own needs.

Variety is especially important since we know that different learners use different strategies and that the choice of strategies depends in part on age and motivation of students. For this reason, teachers should not expect all students to use the same strategies at all times. Furthermore, strategies are more effective when students know why they are important, how to use them, and how to transfer them to new situations.

I. Scenarios

Items under scenarios address the objectives of the Processing Information, Problem Solving, Using Numbers and Data, and Communication (not including Objectives #1 and #4) domains. Each domain test will include several scenarios. (100% of the Processing Information, Problem Solving, and Using Numbers and Data domains will be scenario-based, while approximately 75% of the Communication domain will be scenario-based.)

Most scenarios are anchored in real-life situations and incorporate authentic texts, such as maps, charts, instruction manuals, labels, articles, advertisements, reports, statistical data, speeches, historical and legal documents, and traditional literature. For each scenario, students will be presented with text passages related to a theme or situation and/or a dilemma to solve and will be asked to answer questions related to the prompt materials.

Scenarios provide the context for the items on the Exit Exam and reinforce the practice of connecting language to context in second language instruction. Authentic texts in the target language mirror much of the content of the Exit Exam. Teachers should look for magazines, newspapers, menus, maps, labels, advertisements, reports, speeches, video excerpts, and short literary selections which address the goals and objectives of the curriculum but also help students develop the skills tested on the Exit Exam. Students, at all levels, should examine the text to look for key words, and identify the main idea and supporting details. Individually or in groups, students can develop questions on the text, answer each others questions, and paraphrase the text in the target language or in English. Being exposed to a variety of text structures and multiple sources of information, will assist students in expanding their repertoire and developing their ability to read and process information and then use it to make decisions and solve problems. If they can perform these activities in the target language, they should be more able to succeed in completing similar tasks in English.

As part of the second language curriculum, students are expected to be able to compare the target culture with their own. Many situations found on the Exit Exam are based on experiences which are typical of American teenagers and young adults. Students should be provided opportunities to explore real-life situations in the target cultures and then compare them with their own culture. The process of analyzing and synthesizing information and then drawing conclusions will assist students in developing skills required on the various domains.

The strategies that follow can be incorporated into second language instruction at all levels. The (l) refers to strategies which are also applicable to the listening scenarios.

Incorporating authentic tasks

Teachers can incorporate real life situations into class discussions and assignments. For example, students may be presented with a task such as purchasing a car or renting an apartment. Students may have to compare products, read legal or informational documents (such as leases or insurance policies), compare options, and use criteria (such as purchase price) to make the best decisions.

Becoming familiar with text structures

In class assignments and discussions, teachers can use different types of texts, such as informational articles, editorials, letters, memos, cartoons, legal documents, and charts and graphs. They can help students become familiar with expectations and typical characteristics for different text structures. For example, a teacher may ask students what they would expect before they read an encyclopedia article, what kinds of information would be given, what titles and graphics emphasize, etc. Students would then verify their predictions after reading the article. Teachers may also have students read a related text of a different type and compare the elements of each. After reading different texts, teachers may ask students to discuss their revised expectations and insights into the different types.

Including multiple sources of information

Teachers can incorporate a variety of texts related to specific topics of the course. Students can complete graphic organizers (see Listening tips below), discuss similarities and differences in information and structures of passages, examine authors' points of view and biases, and draw conclusions about the topic based on the synthesis of information.

Using before, during, and after reading strategies

Teachers can introduce a reading selection and work through this strategy with the students.

1. Before. Teachers can ask students to preview questions, identify what they know about the topic, and make predictions.
2. During. Teachers can encourage students to pause in order to reflect, create mental pictures, answer questions they have asked, and identify things they are confused about.
3. After. Teachers can model some ways to summarize and self evaluate.

Selecting main idea and supporting details

Teachers can ask students to identify the main idea of a passage that they have heard or read and discuss reasons for their selections. Students should be expected to support their main idea by providing details from the passage. Class discussion can evaluate which ideas are most important and which others provide support. (I)

Identifying key words

Teachers can ask students to identify the key words that reveal meaning, emphasis or transition between ideas. Some of those words might include the following: (I)

- Main ideas and supporting details – for instance, to illustrate, for example, including cause and effect relationships – because of, in response to, as a result of
- Comparison – similarly, like, also
- Contrast – on the other hand, however, but
- Chronology or sequence – before, previously, concurrently, following, after

Conducting comprehension checks

Teachers can ask students a series of questions that relate to a passage. At first, teachers may ask questions beforehand to help students focus their reading or listening for specific information. As students' skills grow, students may be expected to read or hear the passage before the questions. Students may even be asked to predict the types of questions that follow a passage and discuss possible answers. (I)

Retelling

Teachers can have students paraphrase what they have read or heard after listening to a text. For example, teachers may have different groups of students discuss their interpretation of a passage and then compare group reports. (I)

Including think-alouds

Teachers can model resolving a problem by talking through the thought processes they might take. The class can identify stages and evaluate possibilities as they emerge. Students could then follow the stages of the process themselves with different dilemmas.

For example, Robert Marzano (*Dimensions of Learning*) suggests asking the following questions as part of a problem-solving process:

- What am I trying to accomplish?
- What can't I do or what might get in the way?
- What are some ways I can overcome what I cannot do or what might get in the way?
- What solution will I try?
- How well did it work? Do I have to try again?

Marking text

Teachers may help students develop strategies for marking the key points of a text. For example, students may want to underline main ideas, circle transition words, and write brief notes in the margins about the importance of the supporting information. Even if students are not allowed to write on the test itself, practicing these strategies will help them become more focused in their reading.

Accessing unfamiliar vocabulary

Teachers can help students develop strategies for dealing with unfamiliar vocabulary within a passage. Since many weak readers stop reading altogether when they encounter an unfamiliar word, teachers should have students practice skipping the word and reading ahead to see if it is essential for meaning. Looking the words up in a dictionary will be helpful in classroom and independent practice, even if students will not be allowed to use dictionaries on the NCHSEE. Other strategies include the following:

- looking for context clues
- rereading and connecting the word to the sense of the sentence
- recognizing parts of the word
- substituting a word that makes sense
- looking at word order
- sounding out the word mentally

Interpreting charts and graphs

Teachers can use many of the same instructional approaches with charts and graphs as they do with text passages. Teachers should incorporate interpretation and purposes of different charts and graphs within their discipline. For example, students can be asked to try different chart formats to convey information about a topic related to the unit of study. Then they can evaluate the effectiveness of the different charts.

Role-playing

Teachers may have students research and present differing points of view on a controversial subject related to what they are studying in class. Students can take different roles and develop positions based on the point of view of that role. For example, students could research a proposed shopping mall and take positions of environmentalists, current shopkeepers, potential consumers, teenagers, pro-growth economists, etc. After researching their positions, students could participate in a town meeting or debate, with the class voting on a decision based on the information presented.

Identifying bias or vested interest

Teachers can help students understand the concept of bias by comparing two or more texts that offer factual and opinionated views of a topic. Students can first separate facts from opinions and then discuss the effect of those opinions on the texts. Students can distinguish between opinions based on facts and biases presented with limited factual support. Teachers can further encourage students to consider the reasons for biases and the possible vested interest of the author in presenting or withholding information.

Drawing inferences

Teachers can encourage students to infer information from passages by discussing students' knowledge of the context and clues that help them draw conclusions beyond what is stated in the text. To illustrate this point, teachers might begin with a very simple text such as a story about a girl wearing boots and a slicker, carrying an umbrella, and worrying about the picnic being cancelled. Students would have to infer the reason for her concern from the clues in the text. After this simple exercise, teachers could discuss clues and contexts that help student make inferences in more complex texts. (I)

Providing processes to help with thinking skills.

Marzano suggests acquainting students with processes to be applied with thinking skills. He recommends a process whereby students asks themselves the following questions as a strategy to help them synthesize.

- What is important or basic here?
- How can I say the same thing in a more general way?

Beyer (*Developing a Thinking Skills Program*) suggests the following process for helping students become better decision makers.

- Define the goals
- Identify the alternatives
- Analyze the alternatives
- Rank the alternatives
- Judge the highest-ranked alternatives
- Choose the "best" alternatives
- Ask specific questions

Teachers can use thinking strategies and questioning prompts to help students develop thinking skills. The following list of thinking skills and question stems offers some suggestions to help vary questioning approaches (adapted from Marzano, *Dimensions of Thinking* and Lewin and Shoemaker, *Great Performances*). While some categories may seem to overlap, what is most important is to engage students in thinking actively and critically.

Knowing: Identifying and recalling information
- Who did ___?
- When was ___?
- What is ___?
- Identify the ___ in the ___.
- Describe ___.

Organizing: Arranging information to be used effectively
- Categorize ___ according to ___.
- Classify ___ according to ___.
- How is ___ like or different from ___?
- What is most (or least) important about ___?
- In your own words, tell ___.

Applying: Using information for practical purposes
- Give some instance which ___.
- How is ___ related to ___?
- How is ___ an example of ___?
- How would you use this information?

Analyzing: Clarifying information by examining parts and relationships
- What are the attributes of ___?
- What evidence can you list for __?
- What are the components, parts or features of ___?
- What patterns or relationships do you see in ___?
- Outline, web or diagram ___.
- What are the main ideas?
- What can be concluded about ___?

Generating: Producing new information, meaning or ideas
- How many ways can you think of to ___?
- What would happen if ___?
- Predict what would be true if ___.
- How can you explain ___?
- Elaborate about ___.
- What would you predict/infer from ___?
- What solutions would you suggest for ___?

Integrating: Connecting and combining information
- Devise a plan to ___.
- Summarize ___.
- Conclude what the result would be if ___?
- What generalizations can you make?
- What might happen if you combine ___ with ___?

Evaluating: Assessing the reasonableness and quality of ideas
- What do you think about ___? Why?
- Which ___ is most significant and why?
- What are your sources? How do you know they are credible?
- Did you detect any biases?
- What criteria did you use to come to this conclusion?
- What is your point of view about this?
- Are there other points of view about this subject?
- How effective was ___?

II. Listening

These items specifically address Communication Objective #4, which assesses the learner's skill in listening carefully and thoughtfully to understand, evaluate, and synthesize information. A short passage (of 1 page or less) will be read aloud by the test administrator. Students will not see the text itself, but they will be encouraged to take notes on blank paper. After the passage has been read twice, students will be directed to open their test booklets to the related questions and respond to them using their notes. (Approximately 12% of the Communication Domain will be based on Objective 4.)

Listening skills are explicitly taught in foreign language classes beginning at Level I. Efforts should be made to engage students in a variety of listening activities including announcements, news reports, directions, commercials, etc. Where possible, teachers should utilize authentic passages in the target language. Students should take notes and be prepared to respond to questions, summarize, and paraphrase what they have heard. Students who learn to listen carefully and actively in a foreign language will be able to transfer that skill when asked to perform listening tasks in English.

The strategies that follow are applicable to second language listening activities.

Becoming familiar with text structures

In class assignments and discussions, teachers can use different text structures common to listening tasks, such as announcements, advertisements, directions, news reports, introductions, informational speeches, and lectures. They can help students become familiar with expectations and typical characteristics for different types of texts. For example, a teacher may preface an advertisement by asking students what they would expect to hear, what information would be given, what kind of language might be used, etc. After listening to different texts, teachers may ask students to discuss their revised expectations and insights into the different types.

Note-taking

Teachers can encourage good note-taking strategies as part of classroom instruction. Many students may confuse taking notes on key ideas with dictation and try to write down too much information. Teachers can model note-taking, by first giving students notes on overhead transparencies or handouts that show the main idea and supporting details of an oral text of any variety. Later, teachers can provide the main idea and key points, with the students filling in the supporting details. At another time, students can take notes and then compare with teacher notes. Class discussion can encourage students to share the strategies they used to determine the importance of the information.

Using graphic organizers

Teachers can help students learn to organize information from a text by using graphic organizers. Having students practice with a variety of graphic organizers will help them understand the different functions they can serve. Students should be encouraged to select or design organizers that fit the purpose and context of the passage as well as their own learning styles. For example, after practicing with several different organizers, students may listen to a passage and take notes in a format of their choice. Then, students can compare notes and discuss reasons for selecting different formats, as well as evaluate the effectiveness of different organizers for that text.

III. Embedded Error

These items specifically address Communication Objective #1, which assesses the learner's skill in applying rules of standard English to written text. Students will be given a short document which contains errors in such areas as sentence formation, punctuation, spelling, and verb usage. Students will be expected to identify appropriate corrections for sentences with errors. Although this objective focuses on the use of language, teachers in all disciplines are responsible for ensuring that students use appropriate language based on the specific tasks they complete. (Approximately 13% of the Communication Domain will be based on Objective 1)

The Comparison goal and objectives in the *Second Language Standard Course of Study* refer to students comparing the target language to their own language. When students study the structural patterns of another language and compare them to English, they will increase their ability to apply the rules of standard English to written text. In addition, activities which encourage students to assess their own target language performance or that of their peers help them to focus on the correct use of language. The skills they develop in the target language can then be transferred to English.

Below are some strategies which may be adapted for second language instruction.

Setting clear expectations

Teachers should set clear expectations for language usage in the different contexts of assignments in the class. For example, a teacher may not choose to assess grammar and language usage in a journal assignment, where the primary goal is the expression and development of ideas. However, on more structured assignments, such as an essay or a research paper, teachers may expect students to practice standard English. Formal papers and projects, especially those that will be shared with others and those that are completed over time with access to resources, should follow rules of standard English.

Self-assessing

Teachers may encourage students to use a series of tips and questions to become aware of their own language usage. They may brainstorm with students their own self-monitoring strategies and make a classroom list of tools, which might include reading the sentence aloud (or silently to themselves), looking for commonly misspelled words, asking how a possible change could effect the sentence in meaning or in formation, etc.

Peer assessing and proofreading

Teachers may support students' peer review by identifying specific areas for focus in a paper, giving students a mini review lesson and examples of types of errors to look for. The focus may change or grow with different assignments throughout the year. For example, in the first paper of the year, students may focus on subject-verb agreement, while later they may specifically target confused pairs or misplaced modifiers.

Including resources such as dictionaries, glossaries and grammar handbooks

Students' practice with these resources will reinforce their understanding of language usage.

Teaching mini-lessons

Teachers can develop mini-lessons to review grammatical concepts based on errors observed in student work.

Exit Exam Domains and Competencies

Domain 1: Communication

Learner will be able to write in standard English in order to communicate clearly.

Learner will be able to use main ideas and supporting details in order to organize and communicate information.

Learner will be able to critique ideas and information in order to make informed decisions.

Learner will be able to listen carefully and thoughtfully in order to understand, record, and synthesize information.

Learner will be able to critique information by recognizing the author's purpose in order to draw conclusions or make informed decisions.

Learner will evaluate information in order to detect bias or vested interest.

Learner will be able to recognize the application of instructions in order to draw conclusions or make informed decisions.

Learner will be able to detect fact, propaganda, and opinion in order to make informed decisions.

Domain 2: Processing information

Learner will be able to analyze information by comparing, contrasting, and summarizing in order to make informed decisions.

Learner will be able to use patterns, relationships (e.g., cause and effect relationships), and trends in order to make predictions.

Learner will be able to synthesize information from several sources in order to apply that information to a new situation.

Learner will be able to identify organization of tasks and a time schedule in order to accomplish an objective.

Learner will be able to evaluate information, explanations, or ideas by identifying and applying criteria in order to draw conclusions or make predictions.

Learner will be able to interpret multiple sets of data in order to determine the best course of action.

Domain 3: Problem-Solving

Learner will be able to plan logical steps and organize resources in order to accomplish a task within a given time frame.

Learner will be able to evaluate situations in order to determine conflict and resolution.

Learner will be able to assess consequences of personal actions in order to determine legal, economic, political, and social impact.

Learner will be able to analyze the roles of the executive, judicial, and legislative branches of the United States government in order to make informed choices, as a productive, contributing citizen.

Learner will be able to interpret information about the United States economic system in order to make informed choices related to a person's standard of living.

Learner will be able to assess consequences of personal actions in order to determine legal, economic, political, and social impact.

Learner will be able to determine the best economic value of several alternatives in order to make informed choices.

Domain 4: Using Numbers

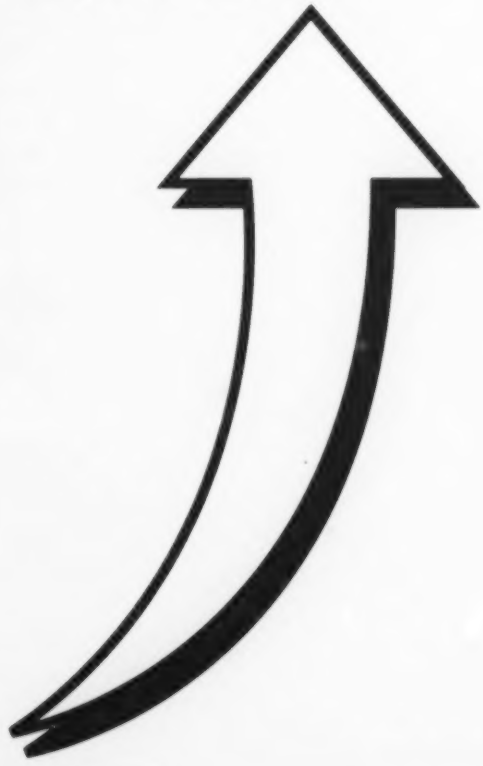
Learner will apply real number operation and relationships (e.g., absolute value, radical expression, exponents) in order to solve problems related to home and work.

Learner will apply formulas and expressions (e.g., area, perimeter, circumference, surface area, volume, Pythagorean Theorem, similar polygons, angle relationships) in order to solve problems related to home and work.

Learner will make predictions by using data analysis and probability (e.g., tables, charts, algebraic equations, and coordinate graphs) in order to solve problems related to work and consumer issues.

Learner will make predictions by using data analysis and probability (e.g., measures of central tendency, regression equations, theoretical probability) in order to solve problems related to home and work.

Students will be able to make conversions among fractions, decimals, and percents in order to demonstrate understanding of mathematical concepts.



Sample Lessons, Activities, Scenarios

The next few pages include a few high school sample lessons and/or activities addressing the *Second Language Standard Course of Study* and the NC High School Exit Exam. The following are just models which illustrate how several of the competencies tested on the Exit Exam are inherent to foreign language instruction. However, it should be noted that not all the competencies on the Exit Exam lend themselves to reinforcement in the foreign language.

To help students be successful on the NCHSEE, teachers will want to develop and/or adapt their own lessons and/or activities to reflect the *Standard Course of Study* and the matching competencies on the Exit Exam. Following are a few samples.

I. Sample Lessons

The lessons (Who Are They? You Decide; Rent an Apartment; and Inmigrante Poeta) are sample lessons from *Hand in Hand with the Standard Course of Study*, the companion document to the *Second Language Standard Course of Study*. As such they address goals and objectives from the curriculum, but they also have a direct connection to the different domains from the NCHSEE.

WHO ARE THEY? YOU DECIDE.

Lesson Objective(s)

Students will be able to give and ask for basic information pertaining to several individuals.

Procedure

Organize the class in separate groups of 3-4. Show the entire class pictures of 4 different people and keep the pictures posted for reference.

- Ask each group to come up with an identity for each person. Include information usually found on an ID card such as name, marital status, city of residence, height, weight, and job. Ask each group to write the information on a chart.
- Ask each group to report orally to the entire class on the identity of their characters.
- Post the charts around the room.
- Give out 5 index cards per group. Ask each group to come up with 5 questions in writing (1 per card) that they would like to ask to the other groups' newly created character(s) of their choice.
- Give the cards to the respective groups, let them read and discuss possible answers. After 5 minutes, let each group read the question(s) to the rest of the class and let the group answer the questions orally.

Assessment

Students listen to a paragraph and identify the persons based on the description their hear.

NCHSEE DOMAIN(S): Communication and Processing Information

RENT AN APARTMENT

Developed by Stacey Ferriell and Maria Dominguez, Charlotte/Mecklenburg Schools

Lesson Objective(s)

Students will be able to describe the rooms of an apartment/house and the furniture they contain.

Procedure

- (10 minutes) Students will view 2-3 magazine pictures of different rooms in the house. Students describe the furniture in the target language.
- (30 minutes) Students are given a magazine picture of a room. They give a written description of the room (4-5 sentences on dry erase boards if available).
- (10 minutes) Students can then compare the presented rooms (e.g., "This kitchen is smaller than that one.") An additional activity would involve students comparing the rooms in the target cultures to those in the US.
- (40 minutes) Students will draw a blueprint of the house/apartment of their dreams, labeling all the rooms. Students will choose one of their "dream" rooms to illustrate/label in details. Students can apply what they have learned in drafting classes.
- Drafting teacher will select the best room.
- Students take a field trip together to a "showcase of homes."

Assessment

Students' oral proficiency is assessed during the presentation of the magazine picture rooms according to a rubric.

Students' blueprint of dream house is evaluated for accuracy.

NCHSEE DOMAIN(S): Communication and Processing Information

INMIGRANTE POETA

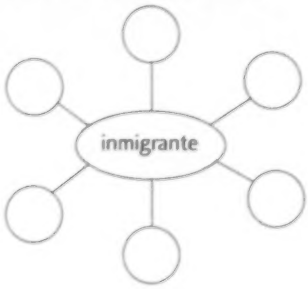
Developed by Kelly Price and Nhora G. Saxon, Charlotte/Mecklenburg Schools

Lesson Objective(s)

Students will be able to read the poem "Inmigrante Poeta" by Porfirio Lopez Lira found in Spanish Pacesetter published by the College Board and develop an understanding of an immigrant's perspective on life survival in an urban setting in the US.

Students will be able to acquire knowledge and develop an understanding of basic survival needs for living in a foreign country.

Students will be able to write a letter to family members or friends relating their personal experience as an immigrant to a Spanish-speaking country.



Procedure

- Teacher reads the poem to students (if possible have a native speaker read the poem to the class or on an audiotape).
- Working in pairs, ask students to highlight cognates and familiar words in the target language. Also have them underline words or phrases which are unfamiliar. Students should use context of the poem to infer the meaning of unknown words or phrases.
- Discuss main idea of poem. Ask students to provide key words and phrases supporting their conclusion.
- Give students a cloze copy of the poem. Read or play tape of poem a second time and have students fill in the missing words.
- Using a graphic organizer, students brainstorm the issues facing the new immigrant.
- Assign a Spanish-speaking country to pairs of students to research basic information they will need to survive in that country (e.g., food, housing, transportation, weather).

Assessment

Students write their own letter or poem from the perspective of a new immigrant to the Spanish-speaking country they have researched. This work is graded according to a rubric which includes selected criteria such as: Understanding of the issues facing immigrants, facts about the particular country, comprehensibility.

NCHSEE DOMAIN(S): Communication and Processing Information

II. Sample activities/assessments

The following sample activities were also developed by high school teachers involved in a classroom assessment project. The activities which address the Standard Course of Study can also be used as assessments. Upon examination, it is easy to see how they also address specific competencies from the NCHSEE.

- Students view one product commercial from the target culture. On a handed out sheet of paper, they identify: (1) the intended audience for the commercial, (2) the product, (3) the benefits of the product as presented in the commercial, and (4) the key words and images used to pitch the product.

NCHSEE DOMAIN(S): Communication

- Students research the Internet, compare, and contrast using a graphic organizer a major current event as it is reported in a newspaper from the target culture and the native culture. As a follow up, students can identify any bias or stereotyping reported in the articles.

NCHSEE Domain(s): Communication and Processing Information

- Students are told they are on a sinking ship with a lifeboat which will holds only five people. They are responsible for the following:

1. In small groups, they choose the 4 characteristics (criteria) from the list that they would look for in determining who joined them on the boat. They have to reach consensus.

   List of criteria:
   - ❑ athletic ability
   - ❑ IQ
   - ❑ ability to work with hands
   - ❑ leadership ability
   - ❑ physical attractiveness
   - ❑ risk-taking
   - ❑ good sense of humor
   - ❑ ability to cook
   - ❑ hard worker

2. Also in small group by reaching consensus, they choose the persons who matched the selected criteria from the following profiles.

Sample profiles:

Steve: 26 years old, single, attorney. Hobbies include going to the movies and reading. Has allergies.

Carolyn: 47 years old, married, homemaker. Hobbies include jogging and camping. Is a vegetarian.

John: 14 years old, only child, has a paper route and mows lawns. Hobbies are building model airplanes and being a boyscout.

Mary: 30 years old, divorced, Sunday school teacher. Runs her own travel agency. Hobbies include sewing and writing poetry.

Marc: 55 years old, married, medical doctor. Hobbies include golf and opera. Has had two heart attacks.

Kristin: 21 years old, college student, single. Hobbies include hand gliding, rock climbing. Does not speak English.

Paul: 39 years old, single, construction worker. Hobbies are restoring vintage automobiles and playing pool. Is a heavy drinker.

Students, by themselves, write a short paragraph justifying the group's choices according to the explanations listed above.

Additional profiles can be developed by students in a previous activity without them being aware of how these profiles will be used in this activity.

NCHSEE DOMAIN(S): Communication, Processing Information, Problem Solving

- Students in small groups have conducted research on separatist movements affecting the target countries they are studying. Each group is divided into opponents and proponents of the separation. In front of the class, each group presents its arguments for and against separation (Visuals can be included). While the groups are presenting, other students hearing the arguments take notes according to a form which includes the following information:

  For Separation:
  Argument 1:
  Supporting Evidence:

  Argument 2:
  Supporting Evidence:

  Argument 3:
  Supporting Evidence:

  Against Separation:
  Argument 1:
  Supporting Evidence:

  Argument 2:
  Supporting Evidence:

  Argument 3:
  Supporting Evidence:

After the group presentations and peer assessments have been completed, the class as a group decides which side presented the strongest arguments and what made them so convincing.

NCHSEE DOMAIN(S): Communication, Processing Information

- Students choose a major current event as it is reported in a newspaper from the target culture and the native culture.

  The pre-reading activities are conducted as a class discussion and include the following, "Look at the pictures, titles, captions. What do you think this article is about? In your opinion, what is bias? Have you ever experienced bias? What are the different kinds of bias?"

  With the during reading activity, students read articles as many times as needed and complete the following chart

ARTICLES	BIASES	QUOTES
ARTICLE I		
ARTICLE II		

  Finally, students write a 4-paragraph composition (introduction, article 1, article 2, conclusion) on the biases expressed in the articles.

  Teacher must make sure that the difficulty of the articles corresponds to the students' level of language.

NCHSEE DOMAIN(S): Communication

- Students read a literary work from the target culture. They assume the role of a character from that work. In the target language, they respond to a series of dilemmas, as presented in the selected work, as if they were that character and explain their behavior in writing.

NCHSEE DOMAIN(S): Communication and Problem Solving

III. Sample scenarios according to the NCHSEE format

The sample scenarios were developed by high school teachers according to the NCHSEE format. They include a scenario (oral or written) followed by a series of multiple choice questions. It is important to note that the difficulty of the multiple choice questions is tied to the complexity and to the level of thinking rather than to the difficulty of the vocabulary.

INTERVIEW WITH A ROCK STAR

Developed by Kathy White, Pam Causey, Lynn Simeck. Guilford County

The following can be tape recorded in Spanish with a native speaker playing the role of Ricky Martin, or it can be given as a written text for students to read.

Jay Miranda is a journalist for the school newspaper. He is interviewing Ricky Martin who is appearing in town for a concert at the coliseum.

Jay Hello, Ricky. I am JJ, journalist for the Northwest Senior High paper. I know you have a lot of requests for interviews so I want to thank you for seeing me today. I understand that you started singing professionally at an early age, how did that affect your schooling?

Ricky I did miss a great deal of school when I was with the group Menudo, however, my mother was influential in making sure I kept up with my work.

Jay How would you advise young people today who wish to combine a career and education?

Ricky I would encourage them to put school first, I often wish I had more opportunity not to forego education. The thing I regret most is that I did not read more books.

Jay Do you view yourself as a leader for other Hispanics who want to enter the record industry?

Ricky I don't know that I view myself as a leader. However, I feel some responsibility to help Hispanics become more accepted.

Jay Can you elaborate on that?

Ricky Discrimination still exists in the United States. I feel that my music helps erase the barriers created by it. You know when I was a child in Puerto Rico I only wanted to be wealthy now I see my mission as more important than that.

Jay I see they are calling you to go on stage. We'll finish this interview after the show.

French - Un entretien avec Ricky Martin

Jay Miranda est un journaliste pour la section de langues du journal de l'école. Il interview Ricky Martin qui donne un concert en ville.

Jay Salut Ricky. Je m'appelle JJ et je suis journaliste pour le journal de mon école, le lycée de Northwest. Vous devez avoir énormément de gens qui veulent vous interviewer, merci, donc, de me recevoir aujourd'hui. Je sais que vous avez commencé votre carrière de chanteur très jeune, quel effet est-ce-que cela a eu sur votre éducation?

Ricky J'ai du m'absenter de l'école assez souvent quand j'étais avec le groupe Menudo. De toute façon ma mère s'est assurée que je ne prenais pas trop de retard avec mon travail.

Jay Quels conseils est-ce-que vous donneriez aux jeunes qui voudraient combiner carrière et éducation?

Ricky Je les encouragerais d'abord de mettre leur education en premier, j'ai souvent regretté de ne pas avoir eu plus d'occasions de continuer mes études. Il y a une chose que je regrette, c'est de ne pas avoir lu plus de livres.

Jay Est-ce-que vous vous voyez comme une sorte de chef pour tous les autres Hispaniques qui veulent percer dans l'industrie de la musique?

Ricky Ce n'est pas que je me vois comme un chef, mais je ressens une responsabilité envers les Hispaniques pour les aider à se faire accepter.

Jay Que voulez-vous dire par cela?

Ricky La discrimination existe encore aux Etats Unis. J'espère donc que ma musique pourra aider à enlever les barrières dressées par les préjudices. Vous savez quand j'étais jeune à Porto Rico, je voulais devenir très riche mais maintenant ma mission est beaucoup plus importante que ça.

Jay Je vois qu'on vous appelle pour aller sur scène. Nous finirons notre entretien après votre show.

Questions can be asked in English

1. Who is Jay Miranda?
   a. a rock star
   b. Martin's agent
   c. a newspaper journalist
   d. a friend of Martin
2. According to the interview, what does Ricky Martin regret?
   a. not graduating from college
   b. not living in Puerto Rico now
   c. not being with Menudo any longer
   d. not reading more books

3. Ricky Martin does not view himself as a leader. According to the text, why is this so?
   a. Many other Hispanic singers were famous before him.
   b. He was poor as a child.
   c. He faced discrimination himself.
   d. He does not feel accepted.
4. Why does Ricky Martin feel some responsibility toward Hispanics?
   a. to help them become rich
   b. to help them overcome the barriers of discrimination
   c. to help them learn to sing
   d. to help them graduate from college
5. How did Ricky Martin's goal in life change from his childhood to the present?
   a. greed to generosity
   b. poverty to wealth
   c. discrimination to acceptance
   d. fear to hope
6. Ricky Martin did not speak about music during the interview, why?
   a. He had nothing more to say.
   b. He did not finish the interview.
   c. He was offended.
   d. He had a telephone call.
7. Which of the following would Ricky Martin *least likely* help according to the text?
   a. an up and coming singer
   b. a person trying to build a library
   c. a poor child who wants to go to college
   d. an established musician

Key: 1-c, 2-d, 3-a, 4-b, 5-c, 6-b, 7-d

NCHSEE DOMAIN(S): Communication

JOB HUNTING

Developed by Kathy White, Pam Causey, Lynn Simeck, Guilford County

(The following ads should be in the target language.)

John is looking for a job. After an extensive search, he has narrowed his options to the five following choices.

JOB 1 - PAINTER FOR LOCAL SCHOOL SYSTEM
$8.00 per hour
7: 00 am to 3: 00 pm
Needs to provide own transportation
From June 15 to July 31
Contact 919-123-4567

JOB 2 - ASSISTANT IN A DAY CARE CENTER
Working with toddlers ages 1-3
$6.00 per hour
6: 00 am to 2: 00 pm or 2: 00pm to 8: 00 pm
References required
Experience preferred
Send résumé to:
Happy Days Nursery, 122 Lollipop Lane, Centerville, NC

JOB 3 - LIFE GUARD AT WATER PARK
Senior Red Cross Life Saving Certificate required
Current CPR training required
7 days shifts
Salary based on experience
Call 919-379-7772

JOB 4 - DOOR TO DOOR SALESPERSON FOR CHILDREN'S BOOKS
Earn up to $1,000.00 a month
Choose your own hours
Requires use of personal car
No experience necessary
Training provided
Call 1-800-URN-MONI

JOB 5 - FILE CLERK IN LAW OFFICE
$10.00 per hour
5 days per week
Personal interview required
Contact Jeremy Benton Esquire at 252-858-2364

The following questions can be asked in English.

1. Which job appears to pay the most money?
   a. painter
   b. assistant
   c. salesperson
   d. file clerk
2. John does not like to get up early in the morning. Which job would he *least likely* choose?
   a. painter
   b. life guard
   c. sales person
   d. file clerk
3. John hates to get up early, he has no car and needs Saturday off to take local classes at the university. Which job would he *most likely* choose?
   a. painter
   b. life guard
   c. sales person
   d. file clerk
4. If John took the job at the law office, what would be the greatest disadvantage for working there?
   a. cost of professional clothing
   b. salary provided by firm
   c. interview with Mr. Benton
   d. training given to the employees
5. John's research has led him to a variety of sources. Which is the *least likely* source he used?
   a. Internet
   b. classified
   c. teen magazine
   d. employment office

Answer Key: 1- c, 2- a, 3- d, 4- a, 5-c

NCHSEE DOMAIN(S): Communication, Processing Information, Problem Solving

ATTENTION SHOPPERS!

Developed by Tom Haitema, Ann Barnes, Shona Daniels, and Tracy Bunn, Wilson County

(The following should be read or recorded in the target language.)

Attention shoppers! The famous Shona will be at the perfume counter for the presentation of her new perfume "Innocente" Saturday from 10 to noon. There will be free samples for the first 100 persons 18 or over and discount coupons will be available this whole week. Bring your latest edition of your "Soap Opera Digest" for her autograph. Remember 10 to noon this Saturday with Shona for a scent that will guarantee that you will not be alone this holiday season. So be there early to get your free sample.

The following questions can be asked in English.

1. What product is advertised?
   a. perfume
   b. magazine
   c. lingerie
   d. soap
2. For whom would Tom buy this product?
   a. himself
   b. his pet
   c. his wife
   d. his son
3. Who is Shona
   a. Tom's wife
   b. a famous soap opera star
   c. a sales clerk
   d. an announcer
4. According to this announcement, what will buying this product ensure?
   a. a successful life
   b. higher return on investments
   c. a younger look
   d. companionship for the holidays
5. Who would *least likely* benefit financially from this event?
   a. the announcer of the event
   b. the store
   c. Shona
   d. "Soap Opera Digest"

Answer Key: 1 - a, 2 - c, 3 - b, 4 - d, 5 - a

NCHSEE DOMAIN(S): Communication and Processing Information

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

Developed by Tom Haitema, Ann Barnes, Shona Daniels, and Tracy Bunn, Wilson County

Ann and Tracy have received a scholarship to study business administration and accounting at the Universidad Nacional Autónoma de México. They are preparing for the trip and are trying to decide on the course of study to take. Use the chart on the following page to answer the questions.

The following questions can be asked in English.

1. Ann and Tracy have plane tickets for March 12. Which course will they *least likely* attend?
   a. Administración de recursos humanos
   b. Gerencia de ventas
   c. Audotoria integral
   d. IS 9000
2. If the date was not an issue. Which course would Ann and Tracy *least likely* take if they liked to sleep late and they worked on Mondays and Wednesdays.
   a. Administración para no administradores
   b. Diplomado de Gerencia
   c. Auditoria integral
   d. IS 9000
3. Ann usually learns better with female instructors. Which course would she *most likely* take?
   a. Administración para no administradores
   b. Gerencia de ventas
   c. Administración de recursos humanos
   d. IS 9000
4. Tracy has made an appointment on March 25 at 6:00pm. Which seminar will she *least likely* attend?
   a. Desarrollo humano
   b. Organización, métodos y procedimientos
   c. Toma de desiciónes financieras y fiscales
   d. Taller fiscal
5. Ann is oriented toward sales. Which courses would she *most likely* take?
   a. Auditoria integral
   b. Diplomado en gerencia
   c. Gerencia de ventas
   d. Administración para no administradores
6. Which of the following documentation is unnecessary for Ann and Tracy to enter the University?
   a. e-mail address
   b. letter of recommendation
   c. curriculum vitae
   d. photo

Answer Key: 1 - c, 2 - a, 3 - d, 4 - c, 5 - c, 6 - a

NCHSEE DOMAIN(S): Processing Information, Problem Solving

UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO
FACULDAD DE CONTADURIA Y ADMINISTRACION
DIPLOMADOS '99

Auditoria Integral

- En coordinación con la Academia Mexicana de Auditoria Integral (AMAI)

TEMARIO

1. Estudio y evaluación del processo administrativo.
2. Auditoria integral.
3. Fases y metodología de la auditoria integral.
4. Supervisión.
5. Informa final de resultados auditoria integral.
6. Caseos prácticos.

Horario: Martes y Jueves de 18:00 a 21:00 hrs.

Inicio: 9 de Marzo
Fecha limita de entrega de documentación: 3 de Marzo

Administración de Recursos Humanos

- Coordinator Académico:
Dr. Gustavo Velazquez Mastretta

TEMARIO

1. La función del administrador en recursos humanos.
2. Administración y orientación del processo de empleo.
3. La administración de la formación de personal.
4. Administración de la seguridad industrial.
5. Administración y orientación de sueldos y salarios.

Horario: Martes y Jueves: 18:00 a 22:00 hrs

Inicio: 13 de Abril
Fecha limita de entrega de documentación: 6 de Abril

ISO 9000

- Coordinator Academico:
Ing. Margarita Santos Vásquez

TEMARIO

1. Planeación para el desarrollo de sistemas de calidad.
2. Auditorias de calidad.
3. Auditor lider.
4. Interpretación de las normas ISO 9000

Horario: Viernes de 18:00 a 22:00 hrs.

Sábado de 9:00 a 13:00 hrs.

Inicio: 12 de Marzo
Fecha limita de entrega de documentación: 3 de Marzo

Diplomado en Gerencia de Proyectos

- Coordinator Académico:
Lic. Miguel Angel Ruíz Alonso

TEMARIO

1. Perfil de la gerencia de proyectos.
2. Administración sistematica de proyectos.
3. Planeación estratégica para la viabilidad de proyectos.
4. Administración,tiempo y costo.
5. Administración del riesgo, calidad, adquisiciones y communicaciones.

Horario: Viernes de 17:00 a 21:00 hrs.

Sábados de 9:00 a 14:00 hrs.

Inicio: 12 de Marzo
Fecha limita de entrega de documentación: 6 de Marzo

Gerencia de Ventas

- Coordinator Académico:
M.A. Raul Mejía Estanol

TEMARIO

1. Direción y iderazgo.
2. Estructura de la fuerza de ventas.
3. Administración de ventas.
4. Medio ambiente para la venta.
5. Elementos de la venta.
6. El servicio y la negociación.

Horario: Lunes y Miércoles de 16:00 a 22:00 hrs.

Inicio: 15 de Marzo
Fecha limita de entrega de documentación: 10 de Marzo

Administración Para no Administradores

- Coordinator Académico:
Dr. Gustavo Velazquez Mastretta

TEMARIO

1. Introducción a los conceptos de administración.
2. La previsión y la planeación.
3. La organización.
4. La communicación y el liderazgo.
5. La sinergia.
6. El control

Horario: Lunes, Miércoles, y Viernes de 7:00 a 9:00 hrs.

Inicio: 12 de Abril
Fecha limita de entrega de documentación: 6 de Abril

Seminarios '99

- Desarrollo humano 7:00 a 9:00; 8 al 25 Mzo
- Taller fiscal ISR personas fisicas y morales 16:00 a 21:00; 23 Mzo al 20 Jun.
- Organizacíon, métodos y procedimientos 17:00 a 21:0; 15 al 19 Mzo.
- Toma de desiciónes financieras y fiscales 17:00 a 21:00; 23, 25, 26 de Mzo

Requisitos de Incripción a Diplomados

Curriculum vitae actualizado, copia del titulo profesional o carta de pasante, carta de recomendación expedia por su intitución o empresa que testifique su experiencia laboral, fotografía.

Informes y Reservaciones
E-mail: Informes@dec.contad.unam.mx.
Internet: www.fca.unam.mx
Liverpool No. 66, Col.Juárez, C. P. 06600, Mexico, D.F.